

**SCHOOL COMMUNITY POLICING PARTNERSHIP  
GRANT PROGRAM**

**REQUEST FOR APPLICATIONS**

**November 1999**

**School/Law Enforcement Partnership**  
**California Department of Education      Office of The Attorney General**

## Table of Contents

	Page
I. Introduction	1
II. Required Elements of School Community Policing Partnerships	
A. School Community Policing Defined	2
B. Legislatively Required Program Components	3
C. Reporting Requirements	4
III. Funding	
A. Operational Grants	5
B. Start-up Grants	6
C. Retention of Records	7
IV. Application Process and Instructions	
A. Timetable	7
B. General Requirements	8
C. Assembling the Application	9
V. Proposal Contents	9
VI. Reviewing and Scoring Applications	17
Attachments	

# **SCHOOL COMMUNITY POLICING PARTNERSHIPS REQUEST FOR APPLICATIONS**

## **I. Introduction**

The School Community Policing Partnership Act (AB 1756, Havice, Chapter 317 of 1998) established a competitive grant program which will provide funds to local education agencies (school districts or county offices of education) which work with a law enforcement partner to implement or expand a school community policing approach to dealing with school crime and safety issues. AB 1756 charges the School/Law Enforcement Partnership of the California Department of Education (CDE) and the Office of the Attorney General (AG) with the responsibility to develop and administer the program and award grants to local education agencies (LEAs) and consortia of LEAs.

The School Community Policing Partnerships (SCPP) program is funded at \$10,000,000 per year. Grants of up to \$300,000 spread across three years will be awarded, with additional start-up funds of as much as \$25,000. LEAs and consortia may apply for more than one grant, for different sites. Approximately 30 three-year grants will be awarded each year. The applications are due March 1, 2000, and funds will be awarded at the end of that month.

The \$300,000 operational grants will be awarded in two stages. Of the granted amount, \$50,000 will be allocated initially, based on the collaborative plans that are presented in the grant applications. After the grant recipient has completed the collaborative problem identification and program planning begun during this application process, and reported on the planning process to the School/Law Enforcement (S/LE) Partnership, the remainder of implementation funds will be allocated upon receipt of quarterly billings for reimbursement of actual costs.

The SCPP program places a very strong emphasis on collaboration. The completed application is required to be the result of a collaborative effort between schools, law enforcement, and community partners. Partnerships between local education agencies, policing agencies, and the communities they serve are essential elements for implementing a successful school community policing program. Collaborative work involving multi-disciplinary teams provides the partners and the community with insight and perspective that is far beyond a one-dimensional approach to problem solving. Existing school/community partnerships for prevention and youth development are already engaged in activities that complement SCPP and can contribute to program success. Thus, local initiatives such as Healthy Start and after school programs should be involved in the planning and implementation of SCPPs.

The connection between problem solving and partnering is the focus of the SCPP program. This program offers an opportunity for education agencies and policing

agencies to analyze problems and develop solutions through innovative and collaborative thinking. Any organization concerned with school safety or crime issues is encouraged to participate in this program. In conjunction with the primary applicant (the LEA), law enforcement, probation departments, and community-based organizations are encouraged to participate in conducting comprehensive needs assessment and developing innovative responses and solutions.

## **II. Required Elements of School Community Policing Partnerships (SCPPs)**

### **A. School Community Policing Defined**

Section 32296.3 of the *Education Code* defines “school community policing” as an approach to safe schools in which schools, law enforcement, community agencies, and the members of the surrounding school community collaboratively develop long-term solutions to address the underlying conditions that affect the level of school safety. The code section also identifies two specific program activities which are key components of school community policing programs:

- “... law enforcement becomes an integral facet of the school community with highly trained law enforcement officers having a visible and active presence on and around school campuses, and
- ... law enforcement officers work with pupils during and after school, providing opportunities for pupils’ active involvement in positive activities.”

It is further intended that SCPPs incorporate key elements of Community Oriented Policing & Problem Solving (COPPS). COPPS strategies are characterized by the formation of law enforcement-community collaboratives which identify safety problems and priorities in the community, develop solutions to the problems, work together over time to implement the solutions, monitor the success of the programs, and respond to changing community needs. Adapting these COPPS elements for SCPPs simply means that students, school staff, and parents will be a part of the collaborative process along with community representatives and law enforcement, and that the strategies implemented will be linked to the school. Attachment A is a resource list which will assist applicants in learning more about COPPS.

The law enforcement partner in SCPP collaboratives must be an official law enforcement agency such as the police department, the sheriff’s department, or the probation department. Other potentially valuable members of the collaborative include teachers, students, parents, police activity leagues, boys and girls clubs, community-based organizations, social services agencies, local

government, neighborhood residents, park and recreation districts, the district attorney's office, etc.

## **B. Legislatively Required Program Components**

In enacting the School Community Policing Partnerships Act of 1998, the Legislature mandated a number of specific operational, managerial, and evaluative activities for SCPP programs (*Education Code* sections 32296.5 and 32296.6 of AB1756, Attachment B). In addition to formation of the collaborative partnership, SCPPs are required to:

- Identify problems through a needs assessment which incorporates the results of the California Safe Schools Assessment.
- Identify the school communities that face a significant risk of school and community crime or youth behavior problems such as school violence, drug or alcohol use, gang activity, daylight burglary, late-night robbery, vandalism, truancy, and controlled substance sales.
- Develop and implement locally-appropriate solutions to the identified problems.
- Identify existing school and community resources and mobilize them to meet the identified community needs.
- Develop information and intelligence sharing systems to ensure that actions by schools and local law enforcement are fully coordinated.
- Identify outcome measures to evaluate the effectiveness of the program that shall include:

Drug and alcohol-related offenses on the school campus

Crimes against persons on the school campus

Crimes against property on the school campus

Incidence of possession of firearms or other weapons on the school campus

The rates of school attendance and truancy

- Evaluate the effectiveness of the chosen solutions and modify the program as necessary.
- Ensure that the collaborative partnership continues to work over the long term to provide solutions to school-community needs.

### C. Reporting Requirements

**1. Implementation Report.** The key element of a SCPP program is the collaborative partnership involving the entire school community. Because identifying all the relevant community members and agencies and incorporating them into a collaborative can be a time-consuming process, it is expected that the collaborative problem identification and planning process will be started, but not entirely completed, during the twelve weeks allowed for completion of this application. Successful applicants will therefore be allowed until September 29, 2000 to complete collaborative problem identification and program planning. Grant recipients will then submit an implementation report to the S/LE Partnership, describing the progress which has been made in implementation of the project plan contained in the application (see Section V.E of this application for elements of the plan). The S/LE Partnership will assist grant recipients in the preparation of the implementation report by providing a detailed report format. A key element of the implementation report will be the demonstration that an inclusive collaborative process has been used for problem identification, solution development, and program planning. Evidence of such a collaborative process will include items such as minutes from collaborative meetings and student and community survey results.

Grant recipients will be allocated \$50,000 of the grant in March 2000, and the remainder of the grant award will be released after the S/LE Partnership has received the implementation report and has determined that legislative requirements for the collaborative process and program development have been met. If the implementation report is completed before September, funds will be released early. If there is no clear evidence that the collaborative planning work has been completed by September 29, 2000, funds will not be released.

**2. Annual Reports.** In addition to the implementation report which is a condition of receipt of the full operational grant, grant recipients will also be required to submit an annual report to the S/LE Partnership containing progress reports and evaluation of the effectiveness of the program, also using a format provided by the Partnership. The S/LE Partnership will provide grant recipients with data collection forms and evaluation guidelines for use in on-going self-evaluation and creation of these annual progress reports. The required data collection will include the outcome measures

specified in Section II.B, as well as additional data on program and collaborative activities and outcomes that is necessary to identify the types of programs which are most successful.

State-required data collection and reporting will be kept to a reasonable minimum, but grant recipients should plan for on-going data collection, self-evaluation, and reporting as part of routine operations. Grant award payments will be contingent upon completion of the annual report including state-required data and information.

### III. Funding

#### A. Operational Grants

The School Community Policing Partnership Act authorizes operational grants of up to \$300,000 spread over three years. The grants may be awarded to school districts, county offices of education, or consortia of school districts and/or county offices. Grants will be awarded to applicants which *demonstrate the greatest need*, and also demonstrate readiness and commitment to formation of the school/law enforcement/community partnership and to carrying out the on-going problem identification, problem-solving, and self-evaluation process required by the legislation. When making the grant awards, the S/LE Partnership will consider the distribution of applicants across urban, suburban, and rural areas of northern, central, and southern California.

Grant recipients must provide matching funds equal to 25 percent of the grant award. The match may be contributed in cash, staff time, equipment, or as services or resources of comparable value. Facilities costs and the time of existing school or law enforcement supervisors and administrators are **not** allowable as matching contributions. Grant recipients are encouraged to obtain part of the matching funds from their collaborative partners. AB 1756 authorizes the S/LE Partnership to waive the match requirement upon verifying that the local educational agency or consortium made a substantial effort to secure a match but was unable to secure the required match. However, the S/LE Partnership strongly discourages applying for this waiver, as it is the Partnership's experience that committed grant applicants can usually obtain larger matches than 25 percent.

Grant funds may be used for operating expenses of the program and compensation of staff who are in new positions established for the program or who are working additional hours to operate the SCPP program. The types of staff who may be funded include school staff, law enforcement officers, and

community organization staff. Grant funds may not be used:

- To compensate school or police supervisors and administrators
- To pay for previously existing services or to make up for budget cuts (no supplanting)
- To fund already-existing school resource officer positions
- To pay for facilities (start-up funds may be used for facility renovation)
- To purchase vehicles (although the grant may support a fraction of the cost of a vehicle, based on mileage during the grant period).

Fifty thousand dollars will be allocated to recipients immediately after the grants are awarded, and remaining funds will be made available after completion of the implementation report described in Section II.C of this request for applications (RFA). All funds provided after the initial \$50,000 will be provided on a **reimbursement** basis, after the grant recipient provides a quarterly billing statement to the S/LE Partnership. Final payments in each fiscal year will be made after submission of the required annual progress and self-evaluation report.

## **B. Start-up Grants**

Recipients of operational grants may also receive one-time startup grants of up to \$25,000. Examples of possible uses of the start-up funds are:

- Equipment purchases relating directly to operation of the SCPP (e.g., after-school curriculum materials, sports equipment)
- Hiring of staff slightly in advance of program implementation for training and orientation purposes
- Contracting for program evaluation
- Facilities renovation directly relating to operation of the SCPP
- The hiring of trainers in community policing, collaborative decision making, problem solving, or prevention programs
- Release time for working level education, law enforcement, and community-based organization staff for training or for planning meetings

Start-up funds do not require a local match. Start-up funds may not be used to pay for staff time of supervisory or administrative personnel, nor may they be used to pay for facilities.

### **C. Retention of Records**

Grant award recipients shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that they shall be kept available by the grant recipient during the grant award period and thereafter for five full years from the date of the final payment. The S/LE Partnership must be permitted to audit, review, and inspect the activities, books, documents, papers, and records during the progress of the work and for five years following final allocation of funds.

## **IV. APPLICATION PROCESS AND INSTRUCTIONS**

### **A. Timetable**

Nov. 30- Dec. 13, 1999	Informational sessions regarding school community policing partnerships and the application process. See Attachment I for schedule and locations.
January 14, 2000	Optional Letter of Intent postmarked or faxed by this date
March 1, 2000	Proposals <b>received</b> at CDE by 5:00 p.m.
March 6-17, 2000	Proposal review and rating
March 20-24, 2000	A list of the proposed grant recipients will be posted at 660 J St., Suite 400 and 1300 I St., Lobby, Sacramento, CA. The recipients will also be posted on the Internet at: < <a href="http://www.cde.ca.gov/spbranch/safety/safetyhome.html">www.cde.ca.gov/spbranch/safety/safetyhome.html</a> > and < <a href="http://www.caag.state.ca.us/cvpc">www.caag.state.ca.us/cvpc</a> >
March 29, 2000	Notification sent to successful applicants. \$50,000 awarded
September 29, 2000	Program implementation reports due (may be submitted earlier)

October 31, 2000

Remaining funds made available for reimbursements (Funds will be made available when implementation reports are completed and approved. If the report is completed early, funds will be released early.)

## **B. General Requirements**

1. Any LEA that intends to submit an application or applications in response to this request for applications is requested to submit a letter of intent (Attachment C) postmarked or faxed by **January 14, 2000**. The letter of intent should be sent to:

School Community Policing Partnerships Program  
Safe Schools and Violence Prevention Office  
660 J Street, Suite 400  
Sacramento, CA 95814  
FAX (916) 323-6061

2. The S/LE Partnership must receive, at the above address, the original and four copies of an LEA's application(s) **no later than 5:00 p.m., March 1, 2000**. If an LEA submits more than one application, all must contain all of the elements described herein. Multiple applications may be included in one envelope. **Applications received late will not be considered. Fax copies will not be accepted.**

3. The typeface used to complete the application must be a minimum of 12 point font size that does not exceed six lines per inch and maintains a one-inch margin (The body of this RFA uses the minimum font size.) Applications considered illegible by the grant review team will be disqualified.

4. Applications must be submitted on standard, white 8 1/2 x 11 inch paper.

5. Staple or clip the application together for submission. Do not use binders, covers, flat folders, or sleeves.

6. Submission of an application constitutes a release of information and waiver of the agency's right to privacy with regard to information provided in response to the RFA. Ideas and format presented will become the property of the S/LE Partnership.

### **C. Assembling the Application**

Section V of this RFA provides instructions for creating the substantive content of the proposal. The various proposal elements should be assembled in the order below.

1. The grant application cover sheet (Attachment D) must be filled out completely and include an original signature of the Superintendent or Assistant Superintendent of the applicant county or district. The cover sheet must designate a contact person and provide that person's telephone number.
2. The application narrative must be submitted in the format specified in Section V of this document, demonstrating the ability of the LEA to meet all qualifications, requirements, and standards in this RFA. Grant application narratives must be no longer than 15 pages (excluding cover sheet, assurances, budget, letters of agreement, and certifications) and must be typed or printed and legible. Other supporting material such as news clippings, meeting minutes, or letters of support may be attached. There is no page limit on this material, but this material should not contain critical information, as it may only be skimmed by application reviewers.
3. The budget for the proposed program should be included as an attachment to the narrative. The budget display must use object codes from the School Accounting Manual.
4. Letters of agreement between the major collaborative partners should be included as an attachment to the narrative, after the budget attachment. Letters from law enforcement must be signed by a lieutenant or higher-level officer. Probation department signatures must be from the chief deputy level or higher.
5. The Assurances form (Attachment E) must be included with the original signature of the Superintendent or Assistant Superintendent of the applicant county or district.
6. The "Drug-Free Workplace Certification" (Attachment F) must be completed and included.

### **V. Proposal Contents**

The collaborative process required of School Community Policing programs begins with the formation of the school-law enforcement-community collaborative, is followed by the needs analysis and problem solution development, and continues with program implementation and on-going operation and evaluation. A complete application for funding may be written at any point in this process **after** formation of the collaborative and identification of

the proposed project site, and will contain information about what has already been accomplished and about what is planned. An application might therefore describe a completed needs analysis, solution development process, and implementation plan which have been accomplished by an already-existing collaborative; or the application might contain a detailed plan demonstrating a new collaborative's readiness to complete a needs analysis, implement a problem solving and planning process, and collaboratively manage an SCPP. Each of these styles of application is equally likely to be funded. Final funding decisions will be based primarily on the need which has been demonstrated in the application and on the level of collaboration evidenced.

Applications must contain the following sections, in the following order. Generally, the following sections ask for information about how an action will be completed or for a description of the collaborative planning process which will accomplish the task. If the action has already been completed, simply describe the process which was used to accomplish the action, and the outcome.

#### **A. Table of Contents**

#### **B. Formation of the Partnership**

This section must describe how the school-law enforcement-community partnership was formed, how it operates, and list the members of this collaborative partnership. Explain the collaborative's manner of operation by providing information such as: the number of meetings held, the meeting outcomes, which agency initially proposed the collaborative, what plans are in place to ensure on-going community involvement, how the decision-making process works, who is responsible for doing the staff work of the partnership, and how partnership decisions are implemented. A sample of minutes from collaborative meetings could be included as an attachment. The SCPP may be a new partnership or may be based on an existing community collaborative. In either case, the application must address how the SCPP will link with existing prevention and youth development partnerships such as those supported by Healthy Start, the After School Learning and Safe Neighborhoods Partnerships Program, and 21<sup>st</sup> Century Community Learning Centers.

Include in this section any training classes for partnership members or staff that have been or will be taken (it is encouraged that some type of training in community-oriented policing and problem solving take place).

Possible collaborative members, in addition to law enforcement and the LEA, include teachers, students, parents, community based organizations, the probation department, police activity leagues, social services agencies, local government, neighborhood residents, parks and recreation districts, and the district attorney's office. *Collaboratives which do not include the school, law enforcement, and the community will not be funded.*

### C. Creation of the application

All significant actions of the SCPP, including the application for funds, **must** be accomplished in a collaborative fashion. This section of the application **must** therefore describe the collaborative process used to create the application. Events which may be described in this section include: who was involved in writing or guiding the writing of the application (members of the collaborative, parents, students, school staff, etc.); how many collaborative meetings were held to draft the application; how the content of the application was directed or provided by the collaborative; who actually wrote the application; how input was gathered from community sources; and who has approved the application.

### D. Needs Analysis

**1. The school-community neighborhood and the target population.** Describe the community, its geography and population in order to place the crime and violence information of the next section into context. A description of the school-community neighborhood in which the SCPP program will operate is required, although the application may also describe the larger community. This section must include the number of schools in the proposed service area, the number of students enrolled, their grade levels, and the number of students the program plans to directly serve (if known at this stage of the planning process).

**2. Why does your community need a School Community Policing Partnership?** Provide information regarding school-community crime and violence problems. This needs analysis may include school and community crime statistics, truancy data, information about services which are lacking in the community, dropout data, press clippings, and historical background. The type of information which demonstrates need for an SCPP includes information regarding school violence, drug or alcohol use, gang activity, daylight burglary, late-night robbery, vandalism, truancy, and controlled substance sales. The needs analysis must also include input from students and parents about the problems of the school and community. Possible ways to obtain opinions from students and parents include surveys, focus groups, and inclusion of parents and students in the SCPP's meetings. The needs analysis must include input from parents and students, as well as describe the method by which the information was obtained. Plans for continuing to get input about needs from parents and students must also be included in the section of the application describing the plan for continuing the collaborative process (See Section V.E).

This section **must also include information from the California Safe Schools Assessment (CSSA)** for 1997-98, and the local CSSA data must be compared to statewide averages for the type of school at which the SCPP will operate (Data

from 1997-98 is used because statewide figures for 1998-99 are not yet available). The CSSA data for the proposed service area must be separated into the categories which are identified by Section 32296.6(a)(3) of the *Education Code* as SSCP program outcome measures. The needs analysis must therefore separately present the CSSA information for four categories of incidents:

- Drug/ Alcohol Offenses (rate per 1000 students)
- Crimes Against Persons (rate per 1000 students; in the CSSA report, this figure is the sum of the four different rates presented within this category)
- Possession of a Weapon (rate per 1000 students)
- Property Crime (rate per 1000 students)

In the needs analysis, each of the above categories of information must be presented in a table also containing the statewide average rates for the type of school at which the project will be located (Attachment G contains the statewide averages for use in this comparison). This information must usually be tabulated from the service area's copies of the CSSA data which was submitted to the district or COE for 1997-98. (The rates are simple to compute – an example of this computation is included in Attachment G to this RFA). When this computation is completed, the resulting rates will correspond to the statewide averages also contained in Attachment G.

If the proposed service area is an entire district or county office, then the computations described in Attachment G will not be necessary. Appendix C of *California Safe Schools Assessment: 1997-98 Results* contains all the necessary information, as it provides both statewide averages for the four categories of incidents listed above, and it also provides the comparable figures for each district and county office. Each application must compare the district or county offices rates with the statewide rates for the type of district applicable (high school, unified, etc.). The CSSA report was mailed to all district and county superintendents and is also available on the Internet at:

[www.cde.ca.gov/spbranch/safety/cssa97-98.html](http://www.cde.ca.gov/spbranch/safety/cssa97-98.html)

On the web site, Part 4 of the CSSA Report contains Appendix C. The report may also be purchased for \$12 by faxing a request to CDE Press, Sales Office, at 916-323-0823.

## **E. Plan for continuing the collaborative planning and implementation process**

In this section, describe how the SCPP will carry out the legislatively-required activities for the program (if a step has already been accomplished, describe what has already been done). Separate paragraphs of the narrative must describe how **each** of the following activities will be accomplished:

1. Determining the underlying problems, deficiencies in support services, etc., which contribute to the problems described in the needs analysis
2. Gathering school (including students and parents) and community input about the nature and cause of the problems
3. Analyzing the underlying causes of the problems of the service area
4. Developing proposed solutions that the collaborative believes will reduce or eliminate the problem (applicants are encourage to refer to research regarding promising practices in the solution development process)
5. Implementing the proposed solutions
6. Identifying outcome measures to evaluate the effectiveness of the program that shall include, but need not be limited to:
  - Drug and alcohol-related offenses on the school campus
  - Crimes against persons on the school campus
  - Crimes against property on the school campus
  - Incidence of possession of firearms or other weapons on the school campus
  - The rates of school attendance and truancy
7. Evaluating the effectiveness of the chosen solutions and modifying as necessary

For all of the above activity plans, emphasis should be placed on how the collaborative will work together to accomplish the activity, who will be involved from within the collaborative, and how input will be sought from all elements of the school community (e.g., students, parents, teachers, community members).

## F. On-going Collaborative Management

Describe the manner in which the collaborative nature of the program will be maintained after the project is implemented. For example, identify those persons responsible for calling and chairing partnership meetings, how often those will meetings occur, and how the partnership will accomplish the management responsibilities involved in operating the SCPP. Listed below are the responsibilities assigned to the collaborative partnership by AB 1756. Describe how the partnership will continuously carry out these responsibilities over time.

1. Develop information and intelligence sharing systems to ensure that actions by school districts and county offices of education are fully coordinated with local law enforcement agencies.
2. Identify existing school and community resources and mobilize them to meet changing community needs.
3. Ensure that the collaborative partnership continues to work over the long term to provide solutions to school-community needs.

## G. Sustaining the Program After the Grant Expires

This section should describe how the SCPP collaborative will seek to sustain a School Community Policing Partnership after the three-year grant period. Possible resources for continuation include redirected funds from law enforcement and the LEA, volunteerism, and support from local businesses.

## H. Budget

Three separate line-item budgets must be provided — one for start-up funds, one for the operational funds, and one for matching funds. Matching funds equal to 25 percent of the operational grant must be provided. The applicant LEA is encouraged to seek part of the matching funds from its collaborative partners. The budget for the matching funds **must explain the nature of the matching funds** (cash, staff time, equipment, etc; see Section III.A for allowable types of match contributions). The budget must also **identify the member(s) of the collaborative which will provide the funds**, and the amount provided by each partner.

Include in the operational budget \$1,000 annually for travel to statewide training and collaboration meetings. It is understood that both the start-up budget and the operational budget may be very tentative at the time of submission of the application. Because program planning may not be entirely completed at the time of submission of this application, these budgets are being requested simply to allow application scorers to gain some understanding of how resources may be allocated. Final budgets will be included in the program implementation report

discussed in Section II.C. The budget must be presented as an attachment to the narrative and does not count against the fifteen page limit to narrative length.

Each budget should display proposed expenditures according to the account codes in the School Accounting Manual, with additional narrative detail which explains the activities that will be associated with the expenditure. The three budget pages might look like the hypothetical budget on the next page:

Applicant Name  
Site Name

### Sample Operational Budget for a School Community Policing Partnership

Object of Expenditure	2000-01 Amount	2001-02 Amount	2002-03 Amount	Total
1100 Overtime pay for teachers supervising the after school program	\$35,000	\$35,000	\$35,000	\$105,000
4500 Miscellaneous supplies for after school program	\$2,000	\$1,000	\$1,000	\$4,000
5100 Contract with outside evaluator	\$6,000	\$3,000	\$6,000	\$15,000
5200 Travel and per diem for statewide training functions. Additional travel costs for training in collaborative problem solving	\$2,000	\$2,000	\$1,000	\$5,000
5800 Contract with the police department for officer overtime.	\$55,000	\$59,000	\$57,000	\$171,000
<b>Total</b>	\$100,000	\$100,000	\$100,000	\$300,000

**Note: A start-up funds budget and a matching funds budget in a format similar to the above are also required.**

## I. Letters of Agreement

In this section, include letters from the major partners in the SCPP. There must be a letter of agreement from the primary law enforcement partner, **signed by the head of the partner agency**. The letters of agreement should describe the manner in which the partner will participate in the SCPP and include information such as: the activities to be performed by the partner's staff; a description of any financial agreements between the partners; the amount of matching funds to be provided by the partner and the type of funds (e.g., cash, staff time, and equipment); the name or position of the partner's representative to the collaborative; and the person or position who will direct the partner's day-to-day SCPP functions. Letters of agreement should be presented as an attachment to the narrative after the budget pages, and do not count against the 15 page limit. If the application identifies matching funds that will come from a partner in the SCPP, **the partner must commit itself to supplying the matching funds in the letter of agreement, or the application will be rejected.**

## VI. Reviewing and Scoring Applications

After receiving the applications, the S/LE Partnership will score each application for effectiveness in meeting the requirements in Sections IV and V of this RFA. The scoring will be done using a rubric similar to the one in Attachment H. Each application will be given a score for the school/community need demonstrated, and another score for the strength of the collaborative process used to manage the project and complete the application. Applications which score well in comparison to other applications, on both the collaborative process and on demonstration of need, will be funded.

The S/LE Partnership reserves the right to reject any or all applications. Nothing herein requires the awarding of a grant in response to this RFA. The Partnership will post a notice of the proposed grant recipients during March 20-24, 2000, both at 660 J St., Suite 400 and at the lobby of 1300 I St. in Sacramento. The recipients will also be posted on the Internet at:

[www.cde.ca.gov/spbranch/safety/safetyhome.html](http://www.cde.ca.gov/spbranch/safety/safetyhome.html)  
and [www.caag.state.ca.us/cvpc](http://www.caag.state.ca.us/cvpc)

Copies of the rating sheets and applications will be available for public inspection during this same period in the Safe Schools and Violence Prevention Office, 660 J St., Suite 400, Sacramento, CA. Following the posting period, the S/LE Partnership will formally notify the grant recipients.

Protests to the grant award process must be filed within five (5) working days of the initial posting of the list of proposed grant recipients. Only those LEAs that submitted applications may protest the grant award. Protests shall be limited to the grounds that the S/LE Partnership failed to apply correctly the standards for

reviewing the applications as specified in this RFA. The protesting applicant(s) must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the protester's position, and the remedy sought. Protests must be addressed to:

Henry Der, Deputy Superintendent  
Education Equity, Access and Support Branch  
California Department of Education  
721 Capitol Mall  
Sacramento, CA 95814

In cooperation with the Attorney General's Office, the Deputy Superintendent may hold oral hearings, review written briefs, or both. Their decision shall be the final administrative action afforded the protestant.

## **School Community Policing Resources List**

### **Community Oriented Policing and Problem Solving, Definitions and Principles**

Adapted for a school-oriented focus. See following three pages

### **School Community Policing Partnerships**

Eight step example of the “SARA” model, fourth page following

### **Resources Available on the Internet:**

**COPPS Clearinghouse** - technical assistance resource

[www.caag.state.ca.us/cvpc/clearing.html](http://www.caag.state.ca.us/cvpc/clearing.html)

**Grants, Programs, and Activities - US DOJ COPPS**

[www.usdoj.gov/cops/](http://www.usdoj.gov/cops/)

**Community Policing Consortium** - training, publications, and resources

[www.communitypolicing.org](http://www.communitypolicing.org)

**National Crime Prevention Council** - crime prevention resources

[www.ncpc.org](http://www.ncpc.org)

## *Community Oriented Policing & Problem Solving Law Enforcement Oriented*

### *Definition:*

A philosophy, management style, and organizational strategy that promotes pro-active problem solving and police-community partnerships to address the causes of crime and fear as well as other community issues.

### *Community Partnerships:*

A flexible term referring to any combination of neighborhood residents, schools, churches, businesses, community-based organizations, elected officials, and government agencies who are working cooperatively with the police to resolve identified problems that impact or interest them.

### *Problem Solving:*

Refers to a process of identifying problems/priorities through coordinated community/police needs assessments; collecting and analyzing information concerning the problem in a thorough, though not necessarily complicated manner; developing or facilitating responses that are innovative and tailor-made with the best potential for eliminating or reducing the problem; and finally evaluating the response to determine its effectiveness and modifying it as necessary.

## *Community Oriented Policing & Problem Solving School Oriented*

### *Definition:*

A philosophy, *not a program*, management style, and organizational strategy *with community participation*, that promotes pro-active problem solving and police-school community partnerships to address the causes of crime and fear of crime as well as other community issues.

### *Community Partnerships:*

A flexible term referring to any combination of neighborhood residents, schools, churches, *parks and recreation, healthcare, youth groups*, community-based organizations, elected officials, and government agencies, *such as code compliance, CPS, and probation*, who are working cooperatively with the police to resolve identified problems that impact or interest them.

### *Problem Solving:*

Refers to a process of **identifying problems/priorities** through coordinated *school*/police needs assessments; collecting and **analyzing information** concerning the problem in a thorough, though not necessarily complicated manner; **developing or facilitating responses** that are innovative and tailor-made with the best potential for eliminating or reducing the problem; and finally **evaluating the response** to determine its effectiveness and modifying it as necessary.

### *Principles*

1. Reassesses who is responsible for public safety and redefines the roles and relationships between the police and the community.
2. Requires shared ownership, decision making, and accountability, as well as sustained commitment from both the police and the community.
3. Establishes new public expectations of and measurement standards for police effectiveness. Includes quality of service, customer (community) satisfaction, responsiveness to community defined issues, and cultural sensitivity.
4. Increases understanding and trust between police and community members.
5. Empowers and strengthens community-based efforts.
6. Requires constant flexibility to respond to all emerging issues.

### *Principles*

1. Reassess the relationship between the schools and law enforcement, with *the school community sharing the responsibility for public safety*.
2. Requires shared ownership, decision making, and accountability, as well as sustained commitment from both the police, schools, and the community.
3. Includes quality of service, customer satisfaction, responsiveness to school community defined issues, and cultural sensitivity.
4. Increases understanding and **trust** between police and *all* school community members.
5. Encourages empowering and strengthening of *school* community partnerships.
6. Requires constant flexibility to respond to all emerging issues.

### *Principles*

7. Requires an on-going commitment to developing long-term and pro-active programs/strategies to address the underlying conditions that cause community problems.
8. Requires knowledge of available community resources and how to access and mobilize them, as well as the ability to develop new resources within the community.
9. Requires buy-in of the top management agencies, as well as, a sustained personal commitment from all levels of management and other key personnel.
10. Decentralizes police services/operations/management, relaxes the traditional “chain of command,” and encourages innovative and creative problem solving by all -- thereby making greater use of the knowledge, skill and expertise throughout the organization without regard to rank.
11. Shifts the focus of police work from responding to individual incidents to addressing problems identified by the community as well as the police, emphasizing the use of problem-solving approaches to supplement traditional law enforcement methods.
12. Requires commitment to developing new skills through training (e.g., problem-solving, networking, mediation, facilitation, conflict resolution, cultural competency/literacy.)

### *Principles*

7. Requires an on-going commitment to developing long-term and pro-active strategies to address the underlying conditions that cause community problems.
8. Requires knowledge of available school community resources and how to access and mobilize them, as well as the ability to develop new resources within the community.
9. A sustained personal commitment from **everyone involved in the school community**.
10. Decentralizes police services/operations/management, relaxes the traditional “chain of command,” and encourages innovative and creative problem solving by all -- thereby making greater use of the knowledge, skill and expertise throughout the organization without regard to title.
11. Shifts the focus of police work from responding to individual incidents to addressing problems identified by the community as well as the police, emphasizing the use of problem-solving approaches to supplement traditional law enforcement methods.
12. Requires commitment to developing new skills *for all* through training (e.g., problem-solving, networking, mediation, facilitation, conflict resolution, cultural *awareness*.)

# School Community Policing Partnerships

**#1. Locate the leaders of "stakeholders" or partners. Possibly utilize your Safe Schools Planning Teams or Committee. Educate them as to the COPPS philosophy and principles.**

**#2. Partnering groups: all school personnel, law enforcement, parents, neighborhood residents, nearby churches or businesses, youth organizations, parks and recreation department, local media, government organizations (Child Protective Services, Code Compliance, or Probation)**

**#3. Consider Operational Agreements or Contracts for more effective working partnerships.**

**#4. All school district personnel and partners will receive training in The Introduction and Orientation to Community Oriented Policing and Problem Solving (COPPS).**

**#5. Introduction and Orientation to COPPS ideally should contain: two eight days of information on \*Definition and Principles \*School's Role in the COPPS Movement \*The Law Enforcement Culture \*Building Partnerships \*Problem Solving technique; and the one day eight hour follow-up training on \*COPPS questions \*Feedback \*How COPPS can impact issues like Family Violence, Child Abuse, Drugs and Alcohol Abuse.**

**#6. Apply (S) scan, (A) analysis, (R) response (A) Assessment Problem Solving Model.**

**#7. Evaluate effectiveness of partnerships and problem solving.**

**#8. Celebrate Successes!**

**BILL NUMBER: AB 1756**

An act to add Article 6 (commencing with Section 32296) to Chapter 2.5 of Part 19 of the Education Code, relating to school community policing.

**THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:**

**SECTION 1.** Article 6 (commencing with Section 32296) is added to Chapter 2.5 of Part 19 of the Education Code, to read:

**Article 6. School Community Policing**

**32296.** The Legislature finds and declares all of the following:

(a) Many of California's public schools and their surrounding communities are experiencing crime and violence to a degree that makes it difficult for pupils and staff to feel safe.

(b) During the 1996-97 school year, school districts and county offices of education reported a total of 21,947 crimes against persons, 19,876 drug and alcohol offenses, 25,718 property crimes costing schools over twenty-two million six hundred thousand dollars (\$22,600,000), and 8,787 other crimes .

(c) Schools need assistance in carrying out their constitutional mandate to provide safe environments to educate our children.

(d) Schools also need assistance in ensuring safe passage for pupils to and from school and in securing the school campus from outside criminal activity and disturbances.

(e) A school community policing approach to school safety, modeled after community policing principles, offers an effective strategy for using proactive problem solving and school law enforcement partnerships to address the causes of crime and fear as well as other safe school issues in the school and its surrounding community.

(f) Partnerships among schools, law enforcement, and their communities provide a positive support system for schools in addressing safe school issues.

(g) Collaboration by school-law enforcement-community partnerships results in strategic approaches to meet the unique needs of the school community.

**32296.1.** (a) This article may be known and cited as the School Community Policing Partnership Act of 1998. The purpose of this article is to provide financial assistance to school districts and county offices of education to ensure safe, secure, and peaceful school campuses as guaranteed by the California Constitution through the use of a community policing approach to school crime and safety issues.

(b) The School Community Policing Partnership Grant Program, which is hereby established, shall be administered by the State Department of Education through the School/Law Enforcement Partnership established pursuant to Section 32262. With respect to this program, the partnership shall do all of the following:

(1) Develop application criteria and procedures for local education agencies pursuant to the provisions of this article.

(2) Award grants to school districts, county offices of education, or a consortium of school districts and county offices of education.

(3) Evaluate the effectiveness of the funded projects.

(4) Report biennially to the Legislature and Governor on the results of the program.

**32296.3.** "School community policing" means an approach to safe schools that is founded on developing positive relationships between law enforcement and the school community in which (1) schools, law enforcement, community agencies, and the members of the surrounding school community collaboratively develop long-term, proactive approaches and systems to address the underlying conditions that affect the level of school safety; and (2) law enforcement becomes an

integral facet of the school community with highly trained law enforcement officers having a visible and active presence on and around school campuses. "School community policing" also involves highly trained law enforcement officers working with pupils during and after school, providing opportunities for pupils' active involvement in positive activities. It also involves teaching pupils skills and providing them with a consistent system of recognition and reinforcement of positive behavior.

**32296.4.** Grants under the School Community Policing Partnership Grant Program shall be awarded on a competitive basis to school districts, county offices of education, or a consortium of school districts and county offices of education to develop and implement a plan that demonstrates a collaborative and integrated approach between the grant recipients and local law enforcement agencies for implementing a system of providing safe and secure environments. Local education agencies applying for grants under this article shall demonstrate that their proposed program adheres to the definition and principles of school community policing as set forth in this article.

**32296.5.** Applicants for funds under the School Community Policing Partnership Grant Program shall demonstrate how their program's overall design addresses the definition of school community policing by describing how their programs will do all of the following:

(a) Form school-law enforcement-community partnerships to prevent and respond to crime and violence in the school environment.

(b) Employ a proactive problem-solving process to accomplish all of the following:

(1) Identify problems through coordinated needs assessments, including the use of the results of the California Safe Schools Assessment pursuant to Section 628.2 of the Penal Code.

(2) Analyze in a thorough manner information concerning the problems.

(3) Develop responses that are innovative and tailor-made with the best potential for eliminating or reducing the problems.

(4) Evaluate the responses to determine their effectiveness and modify them as necessary.

**32296.6.** (a) School community policing partnerships funded pursuant to this article shall demonstrate how their program will address the following:

(1) Identify the school communities that face a significant public safety risk of crime including, but not limited to, gang activity, daylight burglary, late-night robbery, vandalism, truancy, controlled substance sales, firearm related violence, and juvenile alcohol use.

(2) Develop information and intelligence sharing systems to ensure that actions by school districts and county offices of education are fully coordinated with local law enforcement agencies.

(3) Identify outcome measures to evaluate the effectiveness of the program that shall include, but not necessarily be limited to, each of the following:

(A) The rate of drug and alcohol-related offenses on the school campus.

(B) The rate of crimes against persons on the school campus.

(C) The rate of crimes against property on the school campus.

(D) Incidence of pupils in possession of firearms or other weapons on the school campus.

(E) The rates of school attendance and truancy.

(4) Increase understanding and trust between police, the school, and community members.

(5) Include an ongoing commitment to developing long-term and proactive programs and strategies to address the underlying conditions that cause school and community problems.

(6) Include knowledge of available school and community resources and how to access and mobilize them, as well as the ability to develop new resources within the school and community.

(7) Include sustained personal commitment of the top management of law enforcement and other local government agencies, as well as from all other levels of management and key personnel.

(b) Applicants for grants under the School Community Policing Partnership Grant Program shall demonstrate how the plan will be sustained after the grant period has expired.

**32296.7.** The School/Law Enforcement Partnership shall award grants to a school district, county office of education, or a consortium to pay the costs of establishing and operating, on behalf of one or more qualifying schools within the school district, county office of education, or consortium, programs that apply a community policing approach to school crime and safety, as follows:

(a) Grants may be awarded to school districts, county offices of education, or consortia that have demonstrated readiness to begin operation of a program or to expand existing programs. Grants shall supplement, not supplant, existing programs.

(b) Grants shall be awarded for no more than three hundred thousand dollars (\$300,000) for the three-year grant period.

(c) Recipients of grants may also receive one-time startup grants, in addition to the base grant, that may be used, among other things, for purchasing equipment, hiring staff, designing a program evaluation, or hiring a program or evaluation consultant. Startup grants shall be awarded for not more than one hundred thousand dollars (\$100,000).

(d) All grants awarded under this article shall be matched by the participating local educational agency or consortium and its cooperating agencies with one dollar (\$1) for each four dollars (\$4) awarded. The match shall be contributed in cash or as services or resources of comparable value. It is the intent of the Legislature that participants seek and utilize funds or resources for this purpose. The School/Law Enforcement Partnership may waive the match requirement upon verifying that the local educational agency or consortium made a substantial effort to secure a match but was unable to secure the required match.

(e) Pursuant to this article, the School/Law Enforcement Partnership shall award competitive grants to school districts and county offices of education or consortia in urban, suburban, and rural areas of northern, central, and southern California.

(f) Grants shall be awarded for programs that demonstrate the greatest need and meet the criteria for the program pursuant to Section 32296.5 for a school safety grant under this article. The School/Law Enforcement Partnership shall consider the latest school crime data for the school or schools in which the program will operate when determining that need.

(g) Commencing in the 1998-99 fiscal year, and each subsequent year for which funding is available, grants shall be awarded according to the following schedule:

(1) The School/Law Enforcement Partnership shall issue requests for applications on or before November 1.

(2) Grant applications shall be submitted to the School/Law Enforcement Partnership on or before March 1.

(3) The School/Law Enforcement Partnership shall award grants on or before May 15.

**32296.8.** Nothing in this article shall be construed to require a school district or county office of education to hire police officers as a condition of receiving a grant under the School Community Policing Partnership Grant Program. Grant funds may not be used to provide funding for school resource officers.

**32296.9.** It is the intent of the Legislature that funding for the School Community Policing Partnership Grant Program established pursuant to this article shall be provided through the annual Budget Act and that grants shall be for a period of three years.

School/Law Enforcement Partnership

**SCHOOL COMMUNITY POLICING PARTNERSHIP PROGRAM**

**LETTER OF INTENT**

Please submit by January 14, 2000 (postmarked or faxed by this date)

Send to: School Community Policing Partnership  
Safe Schools and Violence Prevention Office  
660 J Street, Suite 400  
Sacramento, CA 95814  
916-323-1026

County Office of Education  
or School District Name \_\_\_\_\_

This Letter of Intent is to inform the School/Law Enforcement Partnership that the local education agency named above intends to apply for funding under the School Community Policing Partnerships Program.

At this time, this education agency intends to submit how many applications?\_\_\_\_\_

Contact Person and Position	Telephone
Street Address	Fax
	City Zip

## School/Law Enforcement Partnership

# 1999 SCHOOL COMMUNITY POLICING PARTNERSHIP GRANT APPLICATION

<i>Original and four copies must be received by 5:00 p.m., March 1, 2000, addressed to: School Community Policing Partnerships Program, Safe Schools and Violence Prevention Office, 660 J Street, Suite 400, Sacramento, CA 95814</i>	
Program Title School Community Policing Partnerships Program	Project Duration: <b>April 1, 2000 –June 30, 2003</b>
County Office of Education or School District Name	Total Funds Requested \$
Address:	Telephone Number ( )
City: Zip	Fax Number ( )
School Site(s) to be served by this application's School Community Policing Partnership:	
Description: (summarize purpose and scope of program)	
County or District Superintendent Name (Type or Print)	Contact Person  Contact Person Telephone and Fax:
Certification: I have reviewed this grant application and will support its implementation when funded.	
Superintendent Signature (or Assistant Superintendent)	Date

## **SCHOOL COMMUNITY POLICING PARTNERSHIP PROGRAM ASSURANCES**

The original signature of the county or district superintendent of schools (or the assistant superintendent) is required as part of the application process to assure that:

1. The funds made available for the School Community Policing Partnerships program will be used to supplement, not supplant, existing programs.
2. The grant recipient shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that they shall be kept available by the grant recipient during the grant award period and thereafter for five full years from the date of the final payment. The School/Law Enforcement Partnership must be permitted to audit, review, and inspect the activities, books, documents, papers, and records during the progress of the work and for five years following final apportionment of funds.
3. The grant recipient will complete by September 29, 2000 the program implementation report which is a condition of receiving grant award funds, using the format and containing the information requested by the School/Law Enforcement Partnership.
4. The grant recipient will collect the data and information necessary to complete the annual progress report and self-evaluation, following the guidelines and instructions supplied by the School/Law Enforcement Partnership, and submit the annual report by August 1 of each year following program implementation.

School district or county office of education: \_\_\_\_\_

County or district superintendent name: \_\_\_\_\_

County or district superintendent signature: \_\_\_\_\_ Date: \_\_\_\_\_

**DRUG-FREE WORKPLACE CERTIFICATION**

STD. 21 (REV. 12-93)

**CERTIFICATION**

*I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the certification described below. I am fully aware that this certification, executed on the date below, is made under penalty of perjury under the laws of the State of California.*

CONTRACTOR/BIDDER FIRM NAME	FEDERAL ID NUMBER
BY (Authorized Signature) 	DATE EXECUTED
PRINTED NAME AND TITLE OF PERSON SIGNING	TELEPHONE NUMBER (Include Area Code) (     )
TITLE	
CONTRACTOR/BIDDER FIRM'S MAILING ADDRESS	

The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matters relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b), to inform employees about all of the following:
  - (a) The dangers of drug abuse in the workplace,
  - (b) The person's or organization's policy of maintaining a drug-free workplace,
  - (c) Any available counseling, rehabilitation and employee assistance programs, and
  - (d) Penalties that may be imposed upon employees for drug abuse violations.
3. Provide as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:
  - (a) Will receive a copy of the company's drug-free workplace policy statement, and
  - (b) Will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.
4. At the election of the contractor or grantee, from and after the "Date Executed" and until \_\_\_\_\_<sup>(DATE)</sup> (NOT TO EXCEED 36 MONTHS), the state will regard this certificate as valid for all contracts or grants entered into between the contractor or grantee and this state agency without requiring the contractor or grantee to provide a new and individual certificate for each contract or grant. If the contractor or grantee elects to fill in the blank date, then the terms and conditions of this certificate shall have the same force, meaning, effect and enforceability as if a certificate were separately, specifically, and individually provided for each contract or grant between the contractor or grantee and this state agency.

## **Computation of School Crime Rates per 1000 Students and Comparison to Statewide Averages**

One of the multiple indicators that will be used to assess the need for a School Community Policing Partnerships grant is the rate of school crime at the site of the proposed SCPP program. For school districts and county offices of education, these rates are printed in *California Safe Schools Assessment: 1997-98 Results*, Appendix C. However, when the proposed site is not an entire district or COE, the applicant must compute rates for the proposed site which are comparable to those contained in Appendix C. The process for calculating the rates is straightforward:

1. Collect all CSSA School Crime Reporting Forms which were submitted to the district or county office for 1997-98 (**not 1998-99**) from the proposed service area of the SCPP. This may require the CSSA School Crime Reporting Forms to be obtained for more than one school (each school site's CSSA recorder is required to keep copies of the reporting forms).
2. Total the number of incidents for each of the four categories below
  - Drug and alcohol
  - Crimes against persons
  - Property crimes
  - Possession of weapons
3. Add the four numbers created in step 2, and compare it to the number of incident forms you began with. The combined total should at least equal the number of School Crime Reporting Forms (excluding forms which only record "bomb threat," "destructive/explosive devices," or "loitering/trespassing"). This step is simply a cross check to ensure that your tabulation is correct.
4. Obtain the enrollment of the school(s) at which the proposed SCPP will operate from the October 1997 School Information Form used to report enrollment for the California Basic Educational Data System (CBEDS). This enrollment should be the total for the same schools for which the CSSA School Crime Reporting Forms were tabulated in step 2.

5. Divide each of the four figures from step 2 by the enrollment total from step 4, carry the result out to 5 decimal places, and multiply the result by 1000. The results are the rates per 1000 students of the four different types of crimes. For example:

School Crime Category	Number of Crimes	Oct. 97 CBEDS Enrollment	Crimes divided by enrollment	Times 1000 = Rate
Drug/ Alcohol Offenses	5	1,984	.00252	2.52
Crimes Against Persons	9	1,984	.00454	4.54
Weapon Possession	2	1,984	.00101	1.01
Property Crimes	4	1,984	.00202	2.02

6. The right-hand column above contains the figures which are to be used in the needs analysis described in Section V.B. The final step in the analysis of this CSSA data is the comparison to the statewide average for the type of school at which the SCPP program is to be located. Below are the statewide averages for each type of school and each category of school crime. The figures for the applicant's type of school from the chart below should be compared to the figures from the right hand column above. If the proposed SCPP will operate at multiple school levels (for example, at both middle and high schools), do the step 5 computation separately for each grade level.

School Crime Category	Elementary Schools	Middle/ Jr. High Schools	High Schools	COE Program
Drug/ Alcohol Offenses	0.16	3.39	10.63	4.24
Crimes Against Persons	2.18	6.67	4.92	7.19
Weapon Possession	0.41	2.27	2.26	0.82
Property Crimes	3.5	4.98	6.29	3.54

The results of this comparison, along with community input about community needs and the other types of need information as discussed in Section V.B, will be the basis upon which the applicant's need for a School Community Policing Partnership grant will be judged.

### **Scoring Rubric for School Community Policing Partnership Applications**

The next two pages contain the rubric which will be used in the competitive scoring of grant applications. Grant application readers will use the guidelines contained in the rubric to assign two scores to each application. There will be one score of 1, 2, 3, or 4 for the quality of collaborative planning, and another score of 1-4 for demonstration of need. Three readers will read each application, and the total score in the two areas will be recorded. Each application will therefore have a demonstrated need score between 4 and 12, and a collaborative planning score between 4 and 12. Applications must score well in both categories, compared to other applications, to be funded.

# QUALITY OF COLLABORATIVE PLANNING SCORING RUBRIC

## SCHOOL COMMUNITY POLICING PARTNERSHIP APPLICATION

Score “4” for a proposal which:	Score “3” for a proposal which:	Score “2” for a proposal which:	Score “1” for a proposal which:
<b>Inclusive Collaborative</b> <ul style="list-style-type: none"> <li>•Includes complete spectrum of partners, including but not limited to schoolsite personnel, parents, students, law enforcement, community organizations, and health agencies</li> <li>•Demonstrates strong linkages with existing collaboratives</li> <li>•Demonstrates high level of collaboration between partners</li> <li>•Contains commitments from partners defining the manner of the partner’s participation</li> </ul>	<b>Inclusive Collaborative</b> <ul style="list-style-type: none"> <li>•Includes law enforcement, school(s), and significant community representation</li> <li>•Contains evidence of linkage with existing collaboratives, and shows intent to build upon those linkages</li> <li>• Demonstrates partners’ commitment to developing a successful collaborative</li> </ul>	<b>Inclusive Collaborative</b> <ul style="list-style-type: none"> <li>•Includes law enforcement, school(s), and some community representation</li> <li>•Contains limited evidence of linkage with existing collaboratives</li> <li>• Partners state support for collaborative participation</li> </ul>	<b>Inclusive Collaborative</b> <ul style="list-style-type: none"> <li>•Contains no clear evidence of collaboration with law enforcement or the community</li> <li>•Contains no clear evidence of linkage with existing collaboratives</li> </ul>
<b>Collaborative Application Development</b> <ul style="list-style-type: none"> <li>•Demonstrates that all members of a broad-based collaborative were involved in development of the application</li> </ul>	<b>Collaborative Application Development</b> <ul style="list-style-type: none"> <li>•Demonstrates that development of the application involved school, law enforcement, and some community members</li> </ul>	<b>Collaborative Application Development</b> <ul style="list-style-type: none"> <li>•Contains limited evidence that development of the application involved school, law enforcement, and community members</li> </ul>	<b>Collaborative Application Development</b> <ul style="list-style-type: none"> <li>•Provides no evidence that development of the application involved school, law enforcement, and community members</li> </ul>
<b>Complete, collaborative implementation plan</b> <ul style="list-style-type: none"> <li>•Contains clear plans to gather student, parent, and community input to planning process</li> <li>•Contains clear plan to collaboratively develop and implement solutions</li> <li>•Contains clear plans for evaluating chosen solutions and modifying as necessary</li> </ul>	<b>Complete, collaborative implementation plan</b> <ul style="list-style-type: none"> <li>•Clearly describes most of the plan elements listed in the box to the left</li> </ul>	<b>Complete, collaborative implementation plan</b> <ul style="list-style-type: none"> <li>•Provides a basic description of the plan elements listed in the box to the left</li> </ul>	<b>Complete, collaborative implementation plan</b> <ul style="list-style-type: none"> <li>•Incompletely addresses the plan elements listed in the box to the left</li> </ul>
<b>On-going collaborative management</b> <ul style="list-style-type: none"> <li>•Contains clear plans to share information among members of the collaborative</li> <li>•Contains clear plans to mobilize school and community resources to meet changing program needs</li> <li>•Discusses plans to ensure long-term continuation of the program, including continuation of the program after the 3-year grant expires</li> </ul>	<b>On-going collaborative management</b> <ul style="list-style-type: none"> <li>•Clearly describes most of the plan elements listed in the box to the left</li> </ul>	<b>On-going collaborative management</b> <ul style="list-style-type: none"> <li>•Provides a limited description of the plan elements listed in the box to the left</li> </ul>	<b>On-going collaborative management</b> <ul style="list-style-type: none"> <li>•Incompletely addresses the plan elements listed in the box to the left</li> </ul>
<b>Matching Funds and Budget</b> <ul style="list-style-type: none"> <li>•Commits significant matching funds from a variety of partners/sources</li> <li>•Budget contains clear narrative description for each line item in the budget</li> </ul>	<b>Matching Funds and Budget</b> <ul style="list-style-type: none"> <li>•Commits adequate matching funds from limited number of sources</li> <li>•Contains narrative description for each line item in the budget</li> </ul>	<b>Matching Funds and Budget</b> <ul style="list-style-type: none"> <li>•Commits minimum 25% matching funds</li> <li>•Contains limited description of budget line items</li> </ul>	<b>Matching Funds and Budget</b> <ul style="list-style-type: none"> <li>•Commitment to provide matching funds unclear or inadequate</li> </ul>

**DEMONSTRATION OF NEED  
SCORING RUBRIC  
SCHOOL COMMUNITY POLICING PARTNERSHIP APPLICATION**

Score “4” for a proposal which:	Score “3” for a proposal which:	Score “2” for a proposal which:	Score “1” for a proposal which:
<b>Description of Community and Population</b> <ul style="list-style-type: none"> <li>•Contains clear descriptions of school, school community, and population</li> <li>•Description includes demographic statistics</li> <li>•Contains detailed information such as number of schools to be served, grade levels, and number of students</li> </ul>	<b>Description of Community and Population</b> <ul style="list-style-type: none"> <li>•Contains adequate descriptions of school, school community, and population</li> <li>•Contains information such as number of schools to be served, grade levels, and number of students</li> </ul>	<b>Description of Community and Population</b> <ul style="list-style-type: none"> <li>•Contains limited description of school, school community, and population</li> <li>•Contains some information such as number of schools to be served, grade levels, and number of students</li> </ul>	<b>Description of Community and Population</b> <ul style="list-style-type: none"> <li>•Contains little description of school, school community, and population</li> </ul>
<b>CSSA Data</b> <ul style="list-style-type: none"> <li>•Provides CSSA data in 4 categories and compares data to statewide averages.</li> <li>•Demonstrates that CSSA incident rates are greater than statewide average</li> <li>•If proposal covers multiple school levels, comparisons are made separately for elementary, middle schools, etc.</li> </ul>	<b>CSSA Data</b> <ul style="list-style-type: none"> <li>•Provides CSSA data in 4 categories and compares data to statewide averages.</li> <li>•Demonstrates that CSSA incident rates are greater than statewide average</li> </ul>	<b>CSSA Data</b> <ul style="list-style-type: none"> <li>•Provides CSSA data in 4 categories and compares data to statewide averages.</li> <li>•CSSA incident rates are less than statewide average</li> </ul>	<b>CSSA Data</b> <ul style="list-style-type: none"> <li>•Does not provide CSSA data in four categories and compare to statewide averages</li> <li>•CSSA incident rates are substantially less than statewide averages.</li> </ul>
<b>Broad Spectrum of Need Information</b> <ul style="list-style-type: none"> <li>•Contains a broad spectrum of need information such as community crime rates, truancy data, discussion of community service deficiencies, gang activity, etc.</li> <li>•Includes parent, student, and community input regarding problems and needs</li> <li>•Provides objective evidence such as crime statistics, comparisons to statewide averages, news articles, survey data, and historical trends in crime rates</li> </ul>	<b>Broad Spectrum of Need Information</b> <ul style="list-style-type: none"> <li>•Contains additional need information such as community crime rates, truancy data, discussion of community service deficiencies, gang activity, etc.</li> <li>•Includes community input regarding problems and needs</li> <li>•Provides some objective evidence such as crime statistics, comparisons to statewide averages, news articles, survey data, etc.</li> </ul>	<b>Broad Spectrum of Need Information</b> <ul style="list-style-type: none"> <li>•Contains a limited amount of need information from a small number of sources</li> <li>•Demonstrates little community input regarding needs</li> <li>•Provides only a limited amount of objective evidence</li> </ul>	<b>Broad Spectrum of Need Information</b> <ul style="list-style-type: none"> <li>•Contains a very limited amount of need information</li> <li>•Demonstrates little or no community input regarding needs</li> <li>•Provides little or no objective evidence of need</li> </ul>

## School Community Policing Partnership Grant Program

### Informational Meeting Schedule

<b>Date/Times</b>	<b>Location</b>
November 30, 1999 * 9:00 - 12:00	Grace E. Simons Lodge 1025 Elysian Park Drive Los Angeles, CA 90012
December 1, 1999 * 9:00 - 12:00	Mendocino County Office of Education 2240 Eastside Road, River Room Ukiah, CA 95482
December 3, 1999 10:00 - 12:00	Shasta County Office of Education 1644 Magnolia Ave., Room 12 Redding, CA 96001
December 7, 1999 * 9:00 - 12:00	City of Montclair Community Center 5111 Benita Street Montclair, CA 91763
December 7, 1999 * 9:00 - 12:00	Santa Clara County Office of Education 1290 Ridder Park Drive, San Jose Room San Jose, CA 95131
December 8, 1999 * 9:00 - 12:00	Sacramento County Folsom Community Center 52 Natoma Street Folsom, CA 95630
December 9, 1999 * 9:00 - 12:00	Tulare County Education Center 2637 W. Burrell Ave Visalia, CA
December 13, 1999 11:00 - 12:30	San Diego County Office of Education 6401 Linda Vista Rd., Annex C San Diego, CA 92111

\* = Joint RFA presentation with Healthy Start